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ABSTRACT

Successful forensic tournaments are educational instruments that foster knowledge in areas of public speaking, debate, and interpretation, and can be an integral part of the process in carrying out program and department objectives and goals. Reasons to host a forensic tournament include: a need for competition in that area of the country; a professional obligation to repay other schools for their efforts; the political advantage of a program to host a tournament; and implementation of particular philosophies of forensics or of tournament administration. Through implementing the management strategy of the 3-stage, 3-checklist approach, the forensic director can enhance and maintain program credibility while providing an intellectually challenging activity for students, tournament participants, and faculty adjudicators. Stage one and checklist one is determining the objectives of the tournament. Stage two and checklist two is determining the barriers to obtaining those objectives. Stage three and checklist three is an enumeration of the steps necessary to overcome the barriers and achieve the objectives. The third-stage checklist becomes the working document for the tournament director and staff to follow in the actual implementation of the tournament. (Appendixes present a stage-three checklist based on a committee structure and a stage-three checklist based on delegation of duties to individuals. Contains nine references.) (RS)

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ED 372 439

# SO YOU WANT TO HOST A FORENSIC TOURNAMENT: THE CHECKLIST APPROACH TO TOURNAMENT MANAGEMENT BY OBJECTIVES

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Running Head: CHECKLIST APPROACH

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**SO YOU WANT TO HOST A FORENSIC TOURNAMENT**
**THE CHECKLIST APPROACH**
**TO TOURNAMENT MANAGEMENT BY OBJECTIVES**

Forensics is defined according to one dictionary as "belonging to, used in, or suitable to courts of law or to public speaking or debate" (Guralink, 1979, p. 546.) We who coach competitive forensics know, however, that this definition must be substantially modified to serve our purposes.

In the first place, through evolution, interscholastic "forensics" has come to differ substantially from the historical basis for the term "forensics." Obviously, the historical basis is rooted in the classical division of rhetoric into epideictic (ceremonial), deliberative (legislative/policy making) and forensic (courtroom) presentations. "Forensics" is probably, at best, a misnomer for what we do today. Even our debating is more deliberative than forensic in nature. Certainly our interpretation events would not normally be perceived as "belonging to, used in, or suitable to courts of law"-- although one of your authors, who spent several years as a trial attorney would have to admit that he saw (and participated in) a few trials which bore a remarkable resemblance to dramatic duo (not to mention after dinner speaking.)

In the second place, and more germane, we have learned that, although we hope to be preparing students who may ultimately perform in such public arenas as courts of law, legislative assemblies, corporate meetings, etc., we cannot realistically approximate these public arena settings in sufficient quantity to provide a large number of students with a significant number of

competitive opportunities. Those who have worked with "mock trial" or "moot court" or "student congress" scenarios will immediately appreciate the insurmountable logistical problems involved in trying to make them available on a massive scale weekend after weekend.

In the third place, even if we could clone these "public arena" scenarios in sufficient quantities we would not be providing the breadth of experience which we consider appropriate to the modern forensic program. Forensic debate is great. Deliberative debate is also. There is, however, considerable value--and observably different educational outcomes-- in the multiple individual events currently sanctioned by the National Forensic Association and/or the American Forensic Association. We know of only one vehicle which can consistently offer both breadth and depth of forensic competition as forensic competition is presently perceived. That vehicle is the forensic tournament.

For us, then, the most useful concept of forensics is not that of the dictionary but that affirmed by the Second National Developmental Conference on Forensics held in Evanston, Illinois, in 1984:

> Forensics is viewed as a form of rhetorical scholarship which takes various forms, including debate, public address, and the interpretation of literature. Forensics serves as a curricular and co-curricular laboratory for improving students' abilities in research, analysis, and oral communication. Typically, forensic activities are conducted

in a competitive environment so as to motivate students and accelerate the learning process. Forensics remains an ongoing, scholarly experience, uniting students and teachers, in its basic educational purpose." (Freeley, 1993, p.22)

Value of Tournaments

The forensic tournament is a relatively new concept, but the belief that direct speaking competition among students is invaluable training for real world activities may be traced back through nearly twenty five decades of Western Culture.

Academic debate began at least 2400 years ago when the scholar Protagoras of Abdera (481-411 B.C.), known as the father of debate, conducted debates among his students in Athens Corax and Tisias founded one of the earliest schools of rhetoric, specializing in teaching debate so that students might plead their own cases in the law courts of ancient Sicicilly....Debating has been an important part of the American educational scene from the earliest times." Freeley, 1993, p. 19)

The concept of forensic "tournament" is uniquely American and began in 1923 with an event hosted by Southwestern College in Winfield, Kansas. Tournament debating proliferated rapidly after the establishment of the National Debate Tournament by the United States Military Academy in 1947. New impetus was generated by the development of SCEDA (later CEDA) in 1971. Since 1985 a number of

tournaments have been featuring American Debate Association competition. Even more recently National Forensic Association Lincoln-Douglas debating has come into the picture.

Like debate, individual events have been around for a long time. The Ancient Greeks used, among other devices, "declamation" as a training exercise. In America, national intercollegiate competition in individual events may be traced back at least to 1874 and the establishment of the Interstate Oratorical Association.

Those who were involved in forensics in the 1950's and 1960's will recall that some events were offered sometimes at some tournaments, including the national tournaments hosted by forensic honor societies. There was, however, no single national event comparable to NDT to promulgate the proliferation of individual events competition. In fact, as late as 1967, Hunsinger and Wood commented that "Although the typical tournament may include events other than debate, debate is regarded as the most important event" (p.9).

In 1970 the National Forensic Association established its National Individual Events Tournament. The American Forensic Association followed suit in 1977. The subsequent proliferation of individual events tournaments and of combined debate and individual events tournaments has been phenomenal.

Today, then, we are engaged in an activity which is supported by two and half millennia of experience, which has been uniquely Americanized and which has enjoyed remarkable growth and activity

during the last fifty years. Unfortunately, age, growth, and popularity do not necessarily prove the value of an activity -- particularly when that activity is as demanding as forensics.

Anyone who has ever been involved in forensics knows that forensics, like the law, is a "jealous mistress." Even moderate success requires a significant commitment of time and energy from both students and coaches. Success at the highest levels is achieved, if at all, through efforts bordering on the heroic. If a forensic program chooses to host a tournament or tournaments a substantial additional burden is placed upon the program's coach(es) and participants. Is all this effort worthwhile? To your authors, the answer is an unequivocal yes!

Despite all manner of frustrations, sporadic abuses and assorted problems forensics is a uniquely valuable educational experience for students and a uniquely worthwhile experience for coaches. Tournaments are a co-curricular activity which offer all participants involved in the tournament process enhanced critical thinking skills, opportunities to analyze, construct and refute arguments, improved communication skills, and also an opportunity to evaluate our forensic pedagogic philosophies.

First, if we may assume that most of the readers of this paper would agree that enhancing the thinking and communicating abilities of students is one desirable objective for the educational process, then we submit that forensics competition provides students with far greater incentive and drive toward that objective than any curricular endeavor could hope to achieve. Quite simply, the

stimulus of direct competition for acclaim and reward is a powerful impetus for students to strive to be the best they can be. This phenomenon has been noted by many, among them McBath (1984, p.5), and Lawson and Skaggs (1993, p.6).

Second, a forensic tournament, by its very nature, provides a concentrated, focused opportunity for a student to perform several times for several critics. A student who attends only one tournament and does three individual events will perform at least six times and receive six written and/or oral critiques (admittedly of varying value.) A truly "gung ho" and diversified contestant in an active and well funded program might do, say, five events and debate in each tournament and might compete in, say, five tournaments in a semester. Ignoring probable elimination rounds, that adds up to at least fifty individual events performances and thirty rounds of debate, with a commensurate number of critiques. No purely curricular approach could hope to match forensic competition for sheer quantity of performance opportunity.

Third, a well coached forensic program utilizing sweepstakes awards, etc., as incentives can create a competitive stimulus which transcends the individual competitive drive and rises to a broader "team" level (Carey, 1986, p.2; Derryberry, 1991, p.22; Lawson and Skaggs, 1993, p.12). In such an atmosphere, students learn to work together to achieve common goals. Beginners who have little individual success may get caught up in the team effort. Overall, significant "camaraderie and cohesion" may be generated (Carey, 1986, p.2).

1986, p.2).

Fourth, forensics is one of those endeavors which tends to create an unusual working relationship between teacher and student. There are a few other teacher-student relationships such as those involving theater directors, athletic coaches, and advisors of theses and dissertations which may approximate the same interaction. It would be hard to imagine, however, any legitimate teacher-student interrelationship in which there is more potential for the teacher to become a "significant other" to a number of students than in forensics. Such a situation makes possible "quality instruction" (Freeley, 1993, pp. 25-26).

The potential for a forensic coach to influence competitors is massive and the concomitant responsibility is awesome. At the same time the potential for education in the fullest sense to occur is, perhaps, unmatched in any curricular setting. Teaching which can occur in such a setting is by no means limited to the development of forensics skills. We would concur with Dittus and Davies that students who participate in individual events and debate "become aware of various world views, which, at least in some way, furthers their understanding of the entire human existence." (1990, p.6).

Fifth, from the perspective of the teacher/coach, forensics -- although undeniably demanding -- can also be unbelievably rewarding. The students, properly coached, are highly motivated as individuals and as a "team." Great opportunity for intellectually intimate tutorial interaction exists. Although by no means limited to geniuses the forensics program tends to attract not only highly

motivated students but many of the best and brightest students. We find dealing with the members of the forensics team to be a bit more challenging and stimulating than listening to informative speeches in the public speaking class. Certainly both endeavors are of value and importance. Forensics is not for every student or for every faculty member. However, forensics provides a stimulus which is difficult to replace. We hope you as colleagues feel the same.

One could go on to enumerate the benefits of forensics ad infinitum, ad nauseam. In his current edition Freeley (1993, pp. 21-31) claims some seventeen values from participation in academic debate, not to mention individual events. Among many others McBath (1984, pp. 10-11) and Simerly and McGee (1991, p.5) attest to the general value of the forensic experience and cite substantial authority in support of their claims. Forensics is worth the effort.

We perceive the forensic tournament as the essential vehicle for optimizing the educational opportunities and values of a forensic program. We concur with Hunsinger and Wood that

> Most forensic coaches believe that the tournament is the best method for gaining the maximum learning experience from debate and other speech activities. Schools throughout a particular area, or from all over the nation, can join in large tournaments to test the ability and knowledge of their students. Limited only by the talent of individual students, most schools find that forensic tournament competition

> can compare their progress in learning with students from many other schools. Unlike athletic and band competitions, large numbers of students and great amounts of money are not required to "field a champion." (1967, pp. 9-10)

Successful forensic tournaments are educational instruments that foster our knowledge in areas of public speaking, debate and interpretation. When utilized and implemented appropriately a successful forensic tournament helps provide foundations to prepare us and the participants with additional skills in participating in a democratic government as a whole. The acclaimed academic exercise called a forensic tournament can be an integral part of the process in carrying out program and department objectives and goals.

**Why Host a Tournament**

Obviously someone has to host tournaments or competitive forensics, as we know it, could not exist. On the other hand, if every forensic program in existence hosted a tournament there would be a ridiculous surplus. Not every school needs to serve as a tournament host. You should not host a tournament unless your school and community has the necessary facilities and you are able and willing to do the job properly. It is a major commitment.

There are, however, at least a dozen reasons why you might consider being a tournament host:

1. Your school already has a tradition of hosting tournaments and you have inherited it;

tournaments and you have inherited it;

2. There is a blank spot in the calendar when you perceive a need for competition in your area of the country;
3. You want your students (graduate and/or undergraduate) to have the experience of running a tournament;
4. You want an inexpensive chance for additional competition for your own students;
5. You feel a professional obligation to repay other schools for their efforts;
6. You have particular events or formats you want to feature;
7. You have particular philosophies of forensics or of tournament administration you wish to implement;
8. You have research interests which can be facilitated by hosting a tournament;
9. You feel that it would be to the "political" advantage of your program "on the circuit" to host a tournament;
10. You feel that it would be to the "political" advantage of your program "on campus" to host a tournament;
11. You just have a compelling urge to be a tournament host(ess) -- you want to do it right -- you want to show the other folks what real hospitality is like.
12. You want an on-campus observation opportunity for students taking such classes as Public Speaking, Persuasion, Argumentation and Debate, Oral Interpretation or Teaching Methods.

If the facilities are there and the desire is still there after seriously considering the task involved, then you should host a tournament. The rewards can be worth the effort. Hunsinger and Wood comment as follows:

> The decision to hold a forensic contest begins with the coach of the forensic squad. Many coaches are attracted to the idea of hosting a tournament because of the many advantages that accrue to the school that holds a contest. The host gains the advantage of providing its students with the chance to manage a tournament or festival and usually is able to enter a number of its students at little expense. The host school also gets a chance to reciprocate professionally for the tournaments it has attended. A well-run tournament, moreover, enhances the respect that others hold for the host school. Finally, by offering a tournament, the forensic coach is able to run a contest the way he thinks such a contest should be run and to schedule the events he thinks are most important. (1967, p. 25)

## Why a "Checklist" Approach

You can run tournaments by the seat of your pants. If you are experienced -- or very bright and very lucky -- you may pull off an adequate tournament, especially if the tournament is small and tries nothing innovative. As Hunsinger and Wood have noted

> "too busy to worry about new techniques before the tournament-and too tired to care afterward--many tournament directors

merely follow the same old procedure. The 'old hand' runs his tournament well, but perhaps not as efficiently and painlessly as he might." (1967, p.5)

If, however, you want something more than just "getting by," then running a "successful" forensic tournament is not easy. The why, when, where, and how to have a successful forensic tournament creates many questions, problems, and headaches, if not managed appropriately. Through implementing the effective management strategy, the checklist, the forensic director can enhance and maintain program credibility while providing this intellectually challenging activity to students, participants and faculty adjudicators in academia.

There are all kinds of potential problems including; political, practical, and financial. Each forensic program and each tournament situation is unique. The following examples are only some of the various scenarios that forensic tournament managers may encounter:

1. New coach or director.
2. New tournament.
3. Experienced coach with a new staff.
4. Well established tournament, but considering major modifications, such as changing dates, offered events, and/or schedule changes.
5. No changes, but want to be sure of maintaining and/or enhancing tournament effectiveness.

Not everyone faces the same problems or program scenario. Nonetheless, whether you are a "one person department," have a limited staff, whatever the scenario, the checklist approach has been found to be an invaluable management and instructional tool.

**What is the Relationship Between "Checklists" and Management by Objectives?**

Probably every tournament director uses checklists, either mental or written. There is nothing new about that concept. What we advocate, however, is a relatively complex process involving three stages and three checklists. Stage one and checklist one is determining thee objectives of the tournament. Stage two and checklist two is determining the barriers to obtaining those objectives. Stage three and checklist three is an enumeration of the steps necessary to overcome the barriers and achieve the objectives. It is this final "stage three" checklist which becomes the working document for the tournament director and staff to follow in the actual implementation of the tournament.

The stage one (objectives) list is very important -- and, when a "new" tournament is being contemplated, it becomes especially so. We concur with Hunsinger and Wood that:

> "Obviously, there may be as many purpose for tournaments and festivals as there are people who design and attend them. A good contest is one that fulfills the purposes of the group in attendance and the purposes of those in charge of the encounter. Conversely, a poor tournament does not achieve its

goals, or seems to have no purpose. The goal of the tournament or festival is the basis for one's operational philosophy and method of organization. Not only should the purpose be clearly stated at the outset, it also should guide the entire operation." (1967, p.15)

Once the tournament director determines all tournament objectives, s/he should take each objective and derive a stage two checklist of the barriers to achieving each objective. The stage two checklist, in turn, gives rise to stage three, procedures for overcoming barriers and achieving objectives.

**Simplistic Objectives**

There are some objectives which are extremely simplistic. They are essentially the same year after year, tournament after tournament. There are no serious barriers to the attainment of such objectives except remembering to perform the task. One example of such an objective might be with regard to ordering ballots, and, for a brand new event, it might look something like this:

Stage One Checklist: Objectives

1. Having enough debate ballots.

Stage Two Checklist: Barriers

1. Don't know how many we need.
2. Don't know how many we have.
3. Don't know where to get them.
4. Must allow lead time to get them here.
5. No one delegated to do the job.

Stage Three Checklist: Procedures

1. Delegate someone to
    a. Estimate number needed.
    b. Inventory available supply, if any.
    c. Check files, etc., to find out how to obtain them.
    d. If necessary, make calls to find out where to get them.
    e. Order plenty, with plenty of lead time.

Obviously, for simplistic objectives this process would be unnecessarily cumbersome for an established tournament with an experienced director. Once a good stage three checklist has been established, many simplistic items can be streamlined and carried forward year after year, tournament after tournament.

In the second year of a tournament, for example, debate ballots might not even appear on the stage one or stage two checklists. They might simply appear as follows:

Stage Three Checklist: Procedures

1. Estimate number of debate ballots needed.
2. Inventory available supply.
3. Order ballots, if needed.

The important thing -- the bottom line -- is that every procedure essential to a successful tournament, no matter how mundane or simplistic, must appear on the stage three checklist. More than one experienced tournament director has found him/herself, for example, calling colleagues on the day before a tournament and asking to borrow ballots. With a thorough stage

three checklist, this need not happen.

**More Complex Objectives**

More complex objectives and commensurately more complex barriers and procedures can occur under a number of scenarios, including but not limited to:

1. Brand new tournament;
2. Contemplated change of tournament dates;
3. Contemplated major revision of tournament (adding or deleting a division, grossly increasing size, etc.);
4. Change in external circumstances (another tournament moves on to your weekend, etc.)

Even minor changes should be evaluated by going through a complete stage one -- stage two -- stage three process. Major changes certainly require such an evaluation. The complexity involved in major changes may be illustrated with one superficially simplistic objective, as follows:

**Stage One Checklist: Objectives**

1. Selecting the best possible date(s) for the tournament.

**Stage Two Checklist: Barriers**

1. Possible programmatic objectives, such as "warming up" your own participants before state or national competition.
2. Possible educational objectives such as giving your Argumentation and Debate students a chance to observe tournament competition before doing in-class debates.
3. Possible personal objectives such as sharing your anniversary with your spouse or catching the opening day of deer season

rather than running a tournament (yes, Virginia, Directors of Forensics should be entitled to lives outside forensics.)

4. Possible conflict(s) with other tournaments.
5. Possible conflicts with other on-campus events (heaven knows what) that would compete for classrooms and other facilities.
6. Possible "over-saturation" of tournament calendar, for example, weekend is free but would result in five similar tournaments in a row in your geographic area.
7. Possibility that major "off campus" event (s) in town (heaven knows what) would be competing for lodging.
8. Possibility that weekend is a "bad time" for other schools to attend (lots of "Spring Breaks," etc.)
9. Possibility that weekend is "bad" for your school -- your "Spring Break" would make it hard to obtain hired judges, etc.
10. Other, as may arise in your particular situation -- perhaps not being permitted to host on Sunday?

Obviously, each of these ten, or more, stage two barriers generates its own set of stage three procedures. Let us illustrate with barrier number four, "possible conflict(s) with other tournaments."

**Stage Three Checklist: Procedures**

1. Check all of the most recent published calendars.
2. Call all area representatives (CEDA, AFA, NFA, ADA, PKD, DSR-TKA, etc.) to see if they have heard of anyone moving to that weekend.
3. Call directors of major programs in area to see if they have

heard of anyone moving to that weekend.

4. Chase down any rumors -- call programs involved in the rumors.
5. If there are other tournaments on the weekend, decide if they truly conflict geographically and/or in terms of type of tournament. This may require a return to stage one-stage two analysis.
6. Once a weekend is selected, send a preliminary announcement to all schools which might be interested in attending and others which should be notified.

Item 6, above could be very important. It is your attempt to "claim" the weekend for the forthcoming season. It will, hopefully, discourage others from planning tournaments which would directly compete with yours and will also give interested schools an opportunity to include your new weekend in their planning and budgeting process.

**Appendices**

Stage one and stage two checklists, properly done are individualized to the situation of each program. Naturally, stage three checklists also should show significant individualization. There are, however, enough commonalities, especially at the stage three level, that one school's stage three checklist might be of some value to other parties -- especially with regard to more "simplistic" items.

We are, therefore, attaching two appendices to this paper. Appendix A is a stage three checklist based on a committee structure. Appendix B is a stage three checklist based on

delegation of duties to individuals. Your authors have used both with some success in the past.

We hope that the appendices and/or this paper will be of some value to you. We wish you luck in your hosting of tournaments.

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## Appendix A

### TOURNAMENT COMMITTEE STRUCTURE

Attached is the tentative committee structure, with duties and members, for all tournaments to be conducted at CMSU this academic year. It is anticipated that there may be modifications in this document, especially with regard to membership. At this time, if you don't want to be on a certain committee, let me know. If you want to be added to one or more let me know. I would encourage novices to volunteer for one or more committees, but none that would interfere with competing in the tournament, at least the first tournament of the year.

Each committee will have a chair. The chair is not supposed to do all the work. S/He is supposed to see that the committee functions. The chair is to let me know if any committee member is refusing to perform -- such a refusal is equivalent to not fulfilling the obligations required for forensic participation and will be dealt with accordingly.

From time to time I shall indicate priorities in the Officers/Staff meeting, the Staff meeting, or the general meeting. I will look to the chairs to see that the job gets done, and the chairs will look to their committees. Chairs should report to me on a weekly basis.

If this works as it should work, we should have smooth tournaments of which we can be proud. It is all up to you.

## GENERAL OVERSIGHT COMMITTEE

This committee is charged with planning and with the general ongoing supervision of the tournament. It is composed of the forensic staff and the PKD officers. If, during the course of a tournament, an emergency decision must be made, the appropriate committee in charge of the problem should try to deal with it. If they feel unwilling to do so, they should go to one of the members of the General Oversight Committee. In the unlikely event that a decision must be made by the "highest available" authority, then, in order of rank and seniority, the hierarchy would be: _____

_____

_____.

## INVITATION COMMITTEE

DUTIES:

1. Revise and update the invitation for each tournament.
2. Arrange for typing and multiple proof-reading of the invitation.
3. Arrange for duplication, collation and stapling of invitation.
4. Revise and update mailing list.
5. Produce mailing labels.
6. Arrange for stuffing and mailing.
7. Immediately after each tournament, compose and send a thank you letter to each school attending.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## LODGING/HOSPITALITY COMMITTEE

DUTIES

1. Contact and negotiate with motels. Select tournament motel.
2. Maintain liaison with motel(s) throughout.
3. Arrange for complementary room(s) and coaches' hospitality suite.
4. Arrange for essential support items (utensils, dishes, glasses, napkins, ice, etc.)
5. Arrange (probably with motel) for snacks for reception.
6. Arrange for appropriate beverages. Consult with DOF.
7. Set up hospitality room for reception.
8. Serve as and/or arrange for CMSU personnel to serve as hosts/hostesses at reception.
9. Arrange to post breaks at reception.
10. Immediately after tournament, send appropriate letters to motel(s).

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## HIRED JUDGE COMMITTEE

DUTIES

1. At least once each year, send a general recruitment letter to all faculty and graduate assistants.

2. Send appropriate follow-up recruitment letters before each tournament.

3. Review list of recruits with DOF. Record comments. See if any traditionals (especially townspeople) are missing.

4. Recruit additional judges through students, phone calls, etc. if we feel that list of recruits is inadequate.

5. After recruitment, send a follow-up memo to recruits.

6. On the evening of the tournament entry deadline -- **even if it takes all night** -- assess hired judge needs and determine what hired judges will be used and when (allow a little padding).

7. During the next two days, contact every hired judge by phone to confirm.

8. Provide proper list of hired judges to the tab room, indicating (especially for MAFA) which ones should not judge host school.

9. Arrange for payment of hired judges, with complete and accurate accounting -- work with Financial Committee on this -- there will probably be membership overlap anyway.

10. Immediately after tournament, send thank you letters to all hired judges.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## AWARDS COMMITTEE

DUTIES

1. Determine what awards will be presented.
2. Solicit bids and select providers.
3. Make order.
4. Examine awards upon receipt.
5. Set up a sample of the more impressive awards at registration.
6. Set up awards for presentation in Wood Auditorium.
7. Immediately after tournament, order additional awards, if needed.
8. Mail additional awards to winners as soon as received.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## TOURNAMENT BOOKLET/PACKET COMMITTEE

DUTIES

1. Start immediately and maintain a chronological, indexed, loose leaf notebook of **all** documents pertinent to the first tournament.

2. Maintain similar booklets on each subsequent tournament during the year.

3. Prepare the Welcoming Packet/Information Booklet for each and every tournament.

4. Immediately after a tournament, submit tournament results to appropriate entities (CEDA, ISTR, etc.).

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## SPECIAL EVENTS COMMITTEE

DUTIES

1. Prepare extemp topics.
2. Handle extemp draws.
3. Prepare impromptu topics.
4. Prepare AA artifacts.
5. Make sure that all topics and artifacts comply with tournament rules and/or commonly established rules. Be sure that all are available at the appropriate times during the tournament.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## TOURNAMENT SUSTENANCE COMMITTEE

DUTIES

1. Make all arrangements for continental breakfast(s).
2. See to it that tab room(s) are provided appropriate and timely sustenance.
3. See to it that all host personnel (staff and students) working with the tournament receive adequate and timely sustenance.
4. Be especially sure that the DOF has adequate and timely sustenance.
5. Contact restaurants for discount coupons, etc.
6. Prepare list of restaurants for inclusion in tournament booklet.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## DEBATE TABULATION COMMITTEE

DUTIES:

1. Consult with guest tabbers, by phone, to determine special needs/requirements.

2. Arrange and prepare debate tab room.

3. Serve as liaison with guest tabbers during tournament. Provide any assistance needed.

4. Serve as liaison with Tournament Sustenance Committee to see that guest tabbers are sustained.

5. Perform and/or arrange for stuffing of ballots.

6. Perform and/or arrange for duplication and stuffing of cume sheets.

7. Immediately after tournament, see that thank you letter is sent to guest tabbers.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## INDIVIDUAL EVENTS TABULATION COMMITTEE

DUTIES

1. Consult with guest tabbers, by phone, to determine special needs/requirements.

2. Arrange and prepare I.E. tab room.

3. Serve as liaison with guest tabbers during tournament. Provide any assistance needed.

4. Serve as liaison with Tournament Sustenance Committee to see that guest tabbers are sustained.

5. Perform and/or arrange for stuffing of ballots.

6. Perform and/or arrange for duplication and stuffing of cume sheets.

7. Immediately after tournament, see that thank you letter is sent to guest tabbers.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## REGISTRATION/FINANCIAL/BALLOT COLLECTION

## COMMITTEE

DUTIES

1. Review entry forms prior to tournament. Bring any questions or discrepancies to attention of DOF. If necessary, call school(s) to resolve doubts.

2. Locate, prepare, arrange necessary registration materials. Set up table(s) and sign(s).

3. Calculate and collect entry fees. Give receipts. Serve as welcoming committee.

4. Disburse cash, as needed, to other committees (Hired Judging, Tournament Sustenance, Lodging/Hospitality, etc.)

5. Provide DOF with detailed and accurate accounting of receipts and disbursements.

6. Arrange to have appropriate change and petty cash available at all times.

7. Make all arrangements for ballot checkout.

8. Checks ballots in. Review for completeness. Send to tab room(s).

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

## FACILITIES AND SUPPLIES COMMITTEE

DUTIES

1. Make all arrangements for on-campus rooms, including clearing them with campus facilities coordinator and personally inspecting to determine suitability.

2. Determine which rooms are most suitable for elimination rounds.

3. Arrive early each day of the tournament and check to see that rooms are unlocked.

4. Check at the end of each tournament day, and especially at the end of the tournament to see if any unusual destruction has occurred, etc.

5. ASAP purge files in back room. Inventory supplies to see what we have; compare inventory to needed supplies (list attached). Order what we need. Similar process should take place before each tournament. It is best done ASAP after one tournament ends, in order to prepare for the next.

6. Arrange existing supplies, and others as they come in, in an orderly and functional manner.

7. Make arrangements for all keys and supplies which we might need to have from the main office.

MEMBERS: 1) _____ 2) _____

3) _____ 4) _____

**SUPPLIES NEEDED** -- Immediately after inventory of what we have, we should order these and they should be kept available on an ongoing basis. Supplies which need to be made or duplicated should also be taken case of. Consult with DOF on quantity.

1. Magic markers
2. Hi-liters
3. Pencils
4. Red medium pens
5. Red fine pens
6. Blue medium pens
7. Blue fine pens
8. Black medium pens
9. Black fine pens
10. Large Newsprint pads and posterboard
11. Masking tape
12. Scotch tape
13. Receipt books
14. Manila folders
15. Large manila envelopes
16. CEDA ballots
17. L-D ballots
18. I.E. ballots
19. I.E. instruction sheets
20. I.E. critique sheets
21. Debate team cards (3 colors would be ideal)
22. Debate judge cards
23. Debate schematics
24. I.E. schematics

25. Debate cume sheets
26. I.E. cume sheets
27. Pentath cume sheets
28. Sweepstakes cume sheets
29. Copy paper
30. Key(s) to copy room
31. Key(s) to supplies in Martin 136, including toner
32. 8 1/2 X 11 legal pads
33. 8 1/2 X 14 legal pads
34. Campus maps
35. Staplers
36. Staples
37. Calculators
38. Stopwatches
39. Business size envelopes
40. Walkie-talkies
41. Portable TV(s) -- for Sunday football
42. Glue sticks
43. AA batteries -- 4 eight-packs
44. D batteries -- 3 eight packs
45. Loose leaf notebooks
46. 3 X 5 index cards
47. 4 X 6 index cards
48. 5 X 8 index cards
49. Roll paper towels
50. Tylenol and Aspirin
51. Alka Seltzer

Appendix B

## Tournament Responsibility Roster and Check List

Tournament:: _____
Date(s):_____

NOTE:This document is intended to guarantee that every important task is accomplished and that there is clear accountability for each task. It is also intended to assume that neither the Director of Forensics nor any other individual gets stuck with the impossible task of running an entire tournament alone.

### *Pre-Tournament*

| Duty | Responsible Party | Completed |
|---|---|---|
| 1. Revise and update invitation | _____ | _____ |
| 2. Arrange for typing of invitation | _____ | _____ |
| 3. Arrange for duplication, collation, stapling of invitation | _____ | _____ |
| 4. Revise and update mailing list | _____ | _____ |
| 5. Arrange for production of mailing labels | _____ | _____ |
| 6. Arrange for stuffing & mailing. Includes motels, facilities coordinating, etc. | _____ | _____ |
| 7. Contact & negotiate with motel(s). Select tournament motel(s) | _____ | _____ |
| 8. Arrange for coaches' hospitality suite | _____ | _____ |
| 9. Arrange for utensils, dishes, glasses, napkins, ice, etc., for coaches | _____ | _____ |
| 10. Arrange for snacks for coaches | _____ | _____ |
| 11. Arrange for beverages for coaches | _____ | _____ |
| 12. Arrange for posting breaks at reception | _____ | _____ |
| 13. Send at least one memo to faculty concerning observation opportunity | _____ | _____ |
| 14. Send one or more memos for judge recruitment | _____ | _____ |

15. Arrange for telephone calls for judge recruitment _____ _____

16. After recruitment, send memos to recruits _____ _____

17. On the evening of the tournament entry deadline--even if it takes all night--assess hired judge needs and determine what hired judges will be used and when _____ _____

18. During the next two days, contact every hired judge by phone to confirm _____ _____

19. Prepare proper list of hired judges for tab room(s) indicating which ones should not judge host school _____ _____

20. Determine what awards will be presented _____ _____

21. Solicit bids and select provider _____ _____

22. Place order _____ _____

23. Examine awards upon receipt _____ _____

24. Set up chronological, indexed, loose leaf notebook of all documents pertinent to tournament _____ _____

25. Prepare extemp topics _____ _____

26. Prepare impromptu topics _____ _____

27. Arrange for coffee and orange juice _____ _____

28. Arrange for doughnuts _____ _____

29. Contact restaurants for discount coupons _____ _____

30. Prepare welcoming packet/information booklet _____ _____

31. Select and recruit tab room personnel _____ _____

32. Consult with guest tabbers to determine special needs/requirements _____ _____

33. Arrange and prepare tab room(s) _____ _____

34. Do preliminary debate scheduling if needed _____ _____

35. Do preliminary ie scheduling if needed _____ _____

36. Review entry forms prior to tournament. Reconcile discrepancies. Calculate entry fees. _____ _____

37. Obtain on-campus rooms/facilities _____ _____

38. Inventory supplies. Determine needs. Order supplies. _____ _____

39. Inventory ballots. Determine needs. Order ballots. _____ _____

41. Clean up back room _____ _____

42. Arrange existing supplies/ballots, and others as they come in, in orderly and functional manner. _____ _____

42. Make arrangements for any keys or special supplies/arrangements (photocopy, etc.) which we might need from main office. _____ _____

***During Tournament***

43. Liaison with motel(s) as needed _____ _____

44. Set up hospitality room for coaches' reception _____ _____

45. Arrange for orderly and accurate payment of those judges who want cash during tournament _____ _____

46. Set up sample of awards at registration _____ _____

47. Set up awards for presentation in Wood Auditorium _____ _____

48. Handle extemp draws _____ _____

49. Make runs--see to it that appropriate & timely sustenance is provided for guest tabbers, staff and student workers and <u>especially</u> DOF and DOD _____ _____

50. Come in early - make sure coffee and orange juice are delivered and properly set up _____ _____

51. Pick up doughnuts _____ _____

52. Liaison with guest tabbers during tournament _____ _____

53. See to it that ballots are promptly and accurately stuffed _____ _____

54. See to it that cume sheets are duplicated and stuffed _____ _____

55. Set up registration with appropriate signs, materials, personnel _____ _____

56. Welcome guests; collect fees; verify entries; give receipts _____ _____

57. Disburse cash for sustenance _____ _____

58. Arrange to have appropriate change and petty cash available. _____ _____

59. Handle ballot check-out _____ _____

60. Handle ballot check-in. _____ _____

***Post-Tournament***

61. Thank you letter to each school attending _____ _____

62. Appropriate letter(s) to motel(s), facilities coordinator, etc. _____ _____

63. Pay any hired judges not already paid _____ _____

64. Thank you letter to all hired judges _____ _____

65. Order additional awards, if needed _____ _____

66. Mail additional awards to winners _____ _____

67. Pay any bills not already paid _____ _____

68. Provide complete, accurate accounting of tournament incomes &expenditures to DOF _____ _____

69. Submit tournament results to CEDA _____ _____

70. Submit tournament results to ISTR _____ _____

71. Thank you letter to guest tabbers _____ _____

72. Post tournament memorandum to Department _____ _____

73. Other appropriate post tournament publicity (Muleskinner, etc.) _____ _____